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ABSTRACT

This two-part booklet provides guidelines for students and agencies involved in Projects in Community Service, a transferable elective course offered under ten departments at Glendale Community College (Arizona). Part I offers guidelines to help students who wish to participate in volunteer programs while exploring possible careers and assisting in a community agency. This section contains a course description and lists course requirements; examines motivations for becoming involved in community service; describes techniques of personal interaction and methods of observing, listening, and report writing; and includes relevant bibliographies to improve student effectiveness in their agency work. Part II is a guide to help agencies in organizing student volunteer programs and utilizing student aid effectively. This section offers an overview of the program and its objectives; outlines the requirements of student volunteers; includes student schedule and weekly report forms; gives pointers about the best use of student volunteers; and details the responsibilities of agencies with regard to planning the activities of students, allowing them to tour the agency, interviewing students, matching interests and talents with jobs, and providing orientation, training, supervision, and evaluation. This section also contains guidelines for student classroom assistants, bilingual aides, and special education assistants, and provides sample forms and a bibliography. (HB)

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Guidelines for PROJECTS in COMMUNITY SERVICE

A college-credit course in volunteer,
off-campus community work
Career exploration
On-the-job experience

JC 810 381

by Jane Werneken

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COMMUNITY SERVICE OPPORTUNITIES—A BRIEF SAMPLING

Working in departments such as Traffic Safety, Narcotics, Courts, Planning, Budget, Research, and Public Relations for City Governments.

Tutoring high school and elementary school students in all areas of the curriculum, including students who are learning English as a second language.

Assisting with Newsletters for City Governments or Community Action Centers.

Working on a one-to-one basis with high school students who have little aptitude or interest in athletics, helping overcome their reluctance to join in group sports.

Doing peer counseling and recreational work in Dept. of Corrections institutions such as juvenile rehabilitation centers, county jails, and Half-Way Houses.

Interviewing and tutoring first offenders for Youth Service Agencies and Juvenile Courts.

Working as aides in programs for exceptional children.

Assisting in government agencies such as Dept. of Economic Security, Fish and Game Dept., Dept. of Reclamation, government disease research laboratories, military bases.

Working with migrant children at various Child Development Centers in nearby communities.

Giving tutoring assistance to adults preparing for High School Equivalency Certificates.

Helping disadvantaged Senior Citizens by transporting them to clinics, communal dinners and necessary shopping. Initiating classes for them in everything from exercises to current events; counseling them in nutrition and budgeting; writing letters for and reading to them.

Guidelines for Projects in Community Service

A College-credit Course in Volunteer, Off-campus Community Work, Career Exploration, On-the-job Experience

Jane Werneken

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People Helping Development of the Community
Glendale Community College
602-934-2211

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Contents

Preface v
Dedication v
Letter to the Instructor vii
Non-profit Career Occupations List ix
Business Career Occupations List xi

Part I—Guidelines for Students

Course Description 2
Course Requirements—Projects in Community Service 4
Why Do We Want to Help Others 5
Psychological Techniques 6
Observational Techniques 8
Listening Techniques 10
Report Writing Techniques 13
- Decision Sheets 15
- Student Weekly Reporting Forms 21
- Midterm Evaluations 45
- Final Evaluations 49
- Field Work Attendance 53

How to Use Bibliographies 57
- Art Bibliography 57
- English Bibliography 57
- General Business Bibliography 58
- Home Economics Bibliography 58
- Journalism Bibliography 59
- Mathematics Bibliography 59
- Physical Education Bibliography 60
- Political Science Bibliography 60
- Psychology Bibliography 60
- Reading Bibliography 61

Bibliography for Part I 62

Part II—Guidelines for Agencies

Overview of the Program ... 64
Objectives of the *Projects in Community Service* Course ... 65
Course Requirements for College Student Volunteers ... 66
Student Schedule Form ... 69
Student Weekly Reporting Forms ... 71
Pointers to Help Agencies Make the Best Use of College Volunteers ... 73
Responsibilities of Agencies to the Student Volunteers ... 75
- Planning ... 75
- Screening ... 76
- Touring ... 76
- Interviewing ... 76
- Orientation ... 77
- Training ... 78
- Supervision ... 79
- Evaluation ... 79

Evaluation ... 81
Agency Profile Sheet ... 83
Volunteer Checklist of Skills and Interests ... 85
Volunteer Job Description Form ... 86
Agency-Student Volunteer Conference Form ... 87
Sample Agency Letter Regarding Volunteer Assignments ... 88
Sample Special Education Assistant Handbook ... 89
Guidelines for Student Volunteers Assisting Classroom Teachers ... 94
Sample of Local School Bilingual Aide Guidelines ... 98
Bibliography for Part II ... 100

Preface

After twelve years of classroom work all students are eager to put theory to practice. As they are approaching maturity, students become increasingly aware of the world around them and its problems and feel an inward urge to do something about these community problems. Their career puts that urge into action—action that is personally fulfilling to the student and motivational, in terms of his other academic work.

It has been extremely valuable experience for me to observe the change in attitudes and behavior of students in my Projects in Community Service Course because I have observed improvements in self-esteem, elimination of destructive habits, disappearance of boredom, improvements in academic work and student discovery of purposes for living and learning.

Dedication

To those of my students who discovered such personal satisfaction and growth in helping others that they have made community service a life-long habit.

To all department heads and faculty who cooperated with my program and recognized the values of field work experiences in the community.

To administrators who recognized the potential of the program and gave it their support.

Letter to the Instructor

Here are a few suggestions for the preparation of this course:

1. Contact a large variety of community service non-profit agencies, as well as major business employers in your area to determine their need for volunteers and apprentices. (See Agency Category List)
2. Motivate your community and business agencies to discover the value of well-trained college volunteers.
3. Use this Guideline Training Manual for weekly one-hour class sessions.
4. Contact college department heads regarding your acting as a community service coordinator for field work related to their departments.
5. Students choose an academic department for transfer elective credit, of one to three hours, e.g., Art, English, General Business, and do field work in an agency giving them practical experience in the academic discipline of their choice.
6. Whether or not your course can offer transfer elective credit will depend upon the success of the course and your contacting of university authorities regarding its values.
7. Establish a contact person at each agency in which the students will work.
8. Arrange contacts for the agency directors to make five to ten minute presentations regarding specific ways in which volunteers can assist them. Also ask for distribution of Agency Fact Sheets to take home.
9. As your program grows and you acquire more agencies, you will need to pass out a list of agency names and addresses to all students.
10. Work Study students and volunteers from General Business can assist you, keeping the program economical.

AGENCY CATEGORY LIST

Adult Centers for GED and Basic Education
Agencies to Assist the Handicapped
Animal Hospitals
Big Brothers
Big Sisters
Boys Clubs
Boy Scouts
Centers for the Blind
Child Abuse Agencies
Child Development Centers—Headstart Programs
City and County Parks and Recreation
City Halls
City Housing Authorities
Correction Agencies
County Assistance Offices for Minorities and Indigents
CYO and Church Affiliated Organizations
Dental Clinics
Disease Prevention Committees
D.W.I. Program with City Courts
Elementary Schools
Federal and County Agencies, e.g., Department of Economic Security, Military Bases, Reclamations, Fish and Game
Food and Clothing Banks
Four-H Projects
Girl Scouts
Health Departments
High Schools
Homes for Deliquent Girls
Hospitals
Indian Centers
Jewish Centers
Job Assistance for Teens
Legal Aid Society
Libraries
Lions Vision Center
Mental Health Institutions
Newspapers
Nursing Homes
Planned Parenthood
Police Departments
Pop Warner
Psychological Clinics
Reassurance of Senior Citizens Programs
Salvation Army
Schools for the Deaf
Schools for Retarded Children
Sheriff's Offices
United Fund
YMCA
YWCA

Business Career Occupations List

Accountants
Aircraft Schools
Ambulance Service
Animal Hospitals
Apartments
Appliances
Architects
Art Supplies
Auction Houses
Automobile—Body and Repairing
Automobile—Dealers, New
Automobile—Dealers, Used
Automobile—Parts and Supplies
Automobile—Seat Covers, Tops, Upholstery
Automobile—Transport
Automobile—Wrecking
Banks
Barber Shops
Beauty Products
Beauty Salons
Bookstores
Bicycles—Dealers
Bicycles—Wholesale and Manufacturer
Boat Dealers
Bowling
Building Materials—Retail
Business Machines—Sales and Service
Car Washes
Chiropractors
Collection Services
Construction Companies
Cotton
Dairy Products
Day Nurseries
Dentists
Denture Clinics
Department Stores
Eggs—Wholesale
Electric Contractors
Equipment Rental
Farm Equipment
Feed Dealers
Financing
Florists
Footwear
Foundaries
Funeral Homes
Furniture—Retail
Gas and Oil Distributor
Gift and Card Shops
Glass
Golf Courses
Grocers
Hardware
Homebuilders
Hospitals
Hospital Equipment and Supplies
Insulation Contractors
Insurance Agents
Interior Decorating
Investment Service
Janitorial Services
Jewelers and Jewelry
Land Development
Laundromats and Dry Cleaning
Lawyers
Lighting Accessories
Liquor Stores
Lumber
Manufacturers

Optometrists
Orthodontists
Paper Products
Pharmaceutical Products
Pharmacies
Physicians—M.D.
Physicians—Osteopathic
Physicians—Obstetrics and Gynecology
Picture Framing
Podiatrists
Printers
Produce—Growers, Packers, Shippers
Produce—Retail
Pumps—Sales and Service
Radio Stations
Railroad
Real Estate
Reducing and Weight Control Services
Refrigeration—Sales and Service
Restaurants
Retirement Communities
Roofing Contractors
Savings and Loan Associations
Schools
Scrap Metals
Screens
Service Stations
Shopping Malls
Sign Companies
SPAS
Swimming Pool Construction
Television and Stereo—Sales and Service
Tire Sales
Title Companies
Travel Agencies
Trophies
Trucking—Heavy Hauling
Underwear Manufacturer
Utilities
Vacuum Cleaners = Household—dealers
Waterbeds
Water Conditioning
Water Treatment—Equipment, Service, Supplies
Welcome Wagon Hostess
Welding
Womens Clothing

PART I
Guidelines for Students

COURSE DESCRIPTION

Projects in Community Service is a transferable elective course under ten departments of the college:

Art	Math
English	Physical Education
General Business	Political Science
Home Economics	Psychology
Journalism	Reading

Students contribute volunteer work to a large variety of work stations in community service agencies related to the college department under which they register. In the first four weeks, community service work station directors make class presentations regarding their needs for volunteers. Students visit these agencies which interest them and then choose one or two agencies in which to work for eleven weeks.

3 hrs. weekly = 1 hr. credit
6 hrs. weekly = 2 hr. credit
10 hrs. weekly = 3 hr. credit

Primary objective is educational. Students have an opportunity, through the program, to be exposed to the unsolved problems that exist in the community and to develop an informed concern about the problems of people.

Other objectives are:

Synthesize Community College resources to improve conditions in the community.

Give students a firsthand working relationship with their community which may point to careers in the community.

Help students determine whether or not their interests and aptitudes match their career and educational goals.

Channel the idealism and energies of students into constructive and relevant community work for the good of society and the individual.

Foster better understanding and acceptance of education by the community through contacts of students and faculty.

In tutoring and working with people in the community students will discover the strengths and weaknesses of their education and become motivated to learn more as they see the practical application of their knowledge.

Helps students make best career choice by giving opportunities to sample careers in actual on-the-job experience.

Improve employability, adding work experience to their qualifications.

Provide documented volunteer experience for job application forms which increasingly ask for listing of volunteer experience.

COURSE REQUIREMENTS— PROJECTS IN COMMUNITY SERVICE

1. Attend 16, weekly, one hour seminars per semester.
2. Become acquainted with problems and needs of the community through presentations by community service agency leaders.
3. Visit agencies in order to choose *one agency* in which you will enjoy working for *12 weeks.*
4. Work out a field work schedule satisfactory to yourself and your field-work *supervisor*—Decision Sheet.
5. Turn in a copy of your *college* and *agency* weekly schedule.—Decision Sheet
6. Give Attendance Sheet to Field Supervisor to be signed for each of the 12 weeks.
7. Report weekly work on forms provided according to the guidelines in this manual.
8. If serious problems of any kind arise in your field work, please notify your course instructor immediately in class, by phone or in the office. Perhaps a change of assignment will be indicated.
9. Arrange interviews with your community agency supervisor throughout the semester in order that he may fill out the Evaluation Sheet regarding your work *at the close of* the *semester.* Be sure to take your Evaluation Sheet *one* month before the end of the semester to the supervisor who sees your work.
10. You may request special resource people for seminars by contacting your instructor in advance.
11. Students share their agency successes or failures with one another in the seminars.

WHY DO WE WANT TO HELP OTHERS

Each college volunteer has his own reasons for wanting to help other people. It is important to think out your motives in helping because you can do more harm than good if you help with selfish and manipulative motives. Some people like to feel their powerfulness in contrast to what they consider weakness in the people who they find with problems. They often consider our community agencies are only available to serve the disadvantaged and the unsuccessful, but on second thought, should realize that there may be times in their own lives when they will need help from one or several of the community agencies. Projects in Community Service make it possible for more of the population of your city and other surrounding communities to receive services from the agencies. With an 85% population increase in three years, many new people who have moved into our community need to be introduced to the community agencies and have opportunity to use them.

It is important to realize, no matter what our reasons for helping, we all have a basic need to grow, and personal growth goals can be fulfilled by helping others. The helpee, the person being helped, has goals which the helper needs to take into consideration. The person being helped seldom states, "I need help." Instead, his needs are expressed in some of the following forms:

1. Requesting information.
2. The need to make a decision.
3. The need to solve a problem.
4. The need to have a trustful relationship.

The helper should observe and listen carefully to the person or persons he is helping to gain direction from them so that he can *enable them to grow.* The helper, volunteer, needs to be aware of the basic needs of all people so well expressed by A. Maslow in his book *Psychology of Being* as follows:

1. Physiological
2. Safety
3. Love
4. Belonging
5. Self-esteem
6. Self-actualization—(received largely through helping relationships with people. "Helping them help themselves by creating the conditions that release their power and growth.")
7. Spiritual

PSYCHOLOGICAL TECHNIQUES

The volunteer's approach to people is an extremely important aspect of our Projects in Community Service Course. Helpers vary in point of view from feeling a very deep sense of human obligation to meet the needs of others, to the view that others are totally responsible for fulfilling their own experience and needs. We should ask ourselves the following questions if we are to help others to help themselves:

1. What is this person's capacity for independence and self-support?
2. How can I be supportive without reinforcing dependency?
3. What are my own needs and desires that prompt me to help?

The aim of the helper is always *understanding*, not blame. If the helper aids with an attitude of changing the person or just doing something for him, the person helped will consider that the helper is trying to be superior and will feel hostile as a result. The person being helped will feel a loss of self-esteem. He may even seem outwardly grateful but inwardly he will feel incompetent and begin to express guilt and resentment.

The volunteer should avoid *labeling* others and will find that one of the most difficult aspects of his work with others is not to *judge them*. William Glasser, stresses in his *Reality Therapy,* questions which we ask others upon first encounter, questions, which are vital in terms of making help possible or impossible. Here are the questions he suggests instead of the usual one, "Why did you do it?" or "Why did it happen":

1. Tell me about what happened?
2. How will this behavior help you?
3. What else could you do?
4. What will you do next time?

These questions place the responsibility of future action on the shoulders of the person being helped. You as the helper can assist the person to plan for the future and not be caught in a *paralysis of self-blame.* Since step 4 is one which suggests that the person helped needs to think out how he can modify his behavior in the future, make sure that you set up an appointment time for him to report to you about any changes in his behavior.

Be *yourself.* Don't put on an artificial exterior to impress others. People will appreciate your *sincerity* and *trust* you more. It will take time and patience for you and the person or persons you are helping to feel comfortable and friendly. Start out by asking Glasser's questions and further assure them of your real interest in them by asking:

1. Use the person's name correctly and give him your name and phone number.
2. Tell me about your friends.

3. Tell me about your family.
4. What are some of the things you want to do, your dreams, hopes?

Leave your own problems outside your agency work because if you are wrapped up in your private worries you won't be as sensitive to the needs of other people.

You may find aspects of the agency to criticize but instead of gossiping or criticizing, assume a *helpful, positive attitude.* There are many reasons why agencies function as they do, so be a *good observer and listener.*

Psychologists and sociologists tell us that the ideas a person has about himself often come from others. A person begins to be what others think of him. Warmth and friendliness between you and person or persons you are helping helps them to know they are *important and worthwhile.* Praise is valuable because it helps to *reinforce success.* Don't be afraid to make mistakes because those helped feel like placing more confidence in you when you are honest enough to admit faults, or need to make referrals when you really don't know how to handle a situation or problem. If you have great difficulty in getting along with the people you are helping or with your co-workers, please notify your instructor in class so that she can arrange an office interview and make any necessary changes.

It is important to realize from a psychological point of view that almost everyone having psychological problems is not well adjusted to other people or to life itself and tends to blame others for his own unsuccessful behavior.

William Glasser stresses that you can avoid using the past as a "crying towel," "if you simply and directly impress upon the person you are assisting the fact that *every person is responsible* for his *own behavior* yesterday, today, and tomorrow."[1] Let the person you are working with face the fact that the people he tends to blame for his troubles are not going to change and that he can't change them. He must take the initiative in making the changes *himself.*

Be sure to keep all of the information you receive either from the person helped, or the agency, *confidential.* People need to be able to *trust you.*

1. Glasser, William. *Reality Therapy, A New Approach to Psychiatry.* Harper & Row, 1965.

OBSERVATIONAL TECHNIQUES

We need to develop better observational techniques in doing our volunteer community agency work because we often use our *eyes* without really seeing situations or their environment. Our own personal problems, biases, and prejudices form a barricade which prevents us from really observing people, their atmosphere, and environment effectively. With careful and thoughtful observation, the type of help that we offer will be more likely to aid in solving problems of many different kinds in the community. We are particularly fortunate to be able to select the agency in which to work and to intensively try to help one person or small groups of people rather than work on the larger group basis which the paid workers must encounter.

Here are some helpful observational techniques to aid you in your work:

1. Be sure you are receiving all the signals that are sent, not just those easily perceived by eye or ear.
2. Observation is both natural and learned from infancy.
3. Discover your five senses—feeling, smelling, hearing, tasting, seeing.
4. *"Ever-increasing keenness* in *observation* is necessary for learning from kindergarten through Ph.D., and it is the *foundation* on which *interpersonal relations are built* at all ages."[1]
5. So much depends upon the volunteer's careful observations that volunteers need to *note down* different aspects of what they see, and *place* these *notes* in categories in a notebook which they can keep from day to day. Where it is inappropriate to take notes while working in an agency, the notes can be made immediately after or sometime that day, recording your observations.
6. *What* a person *does, how he does it,* as well as *what he looks like,* is *part* of his appearance and should be carefully *observed* and *noted.*
7. Hands, and eye signals send innumerable messages.
8. Early recognition of people is accomplished through the eye contact.
9. Note general appearance by looking for these aspects:
   a. Compatibility with the individual's age group, sex, culture.
   b. Acceptance or lack of acceptance of standards of groups.
   c. Actions.
   d. Outward appearance.
   e. Kind of gestures.
   f. Try to see yourself as a volunteer, as the person or persons you are trying to help *see you.*
10. Ability to see more will make it easier to enjoy your contacts with troublesome people.

1. Collins, Alice. *The Human Services, An Introduction.* Odyssey Press, Bobbs-Merrill, 1973.

11. The volunteer needs to look to learn all he can about the person or persons he is trying to help.
12. A volunteer's *observations* form a *base* for *prediction*—what *attitudes* and *actions* to expect in the *future*.
13. Behavior under tension situations may seem bad or inappropriate and clients may even seem hostile toward the volunteer because of their own newness in using the help of an agency, and feeling confused and nervous.
14. A crisis may give volunteers unusual opportunities to help, if the help is of the right kind. People will be more receptive if you have real empathy for their needs.
15. Using eye contact with people can indicate your receptiveness, it can say to the other person, "I hear you," "You're really cared about."
16. "It seems almost absurdly simple to state that often the *most helpful thing* we can do is to make it possible for the helpee to *improve his communication*. This approach includes attention to *nonverbal*, or *body language* as well as speech. Our actions rather than our words are more *honest* and *direct forms* of communication because we have learned that words can conceal, distort, and deny real feelings, but our bodies do not do so."[2]

2. Brammer, Lawrence M. *The Helping Relationship—Process and Skills*. Prentice-Hall, 1973.

LISTENING TECHNIQUES

Work in every community agency requires that the student volunteer listens as effectively as he possibly can. He immediately becomes more valuable if he listens to directions with alertness, obtains a better overview of the agency through listening to comments and explanations of its personnel. When he works with the person or people needing help, he needs to listen to more than their surface words, and to the really deep needs they are trying to express. Research students tell us that the similarity between college students and out-of-school adults is striking, for they spend *45%* of their communication time in *listening, 30%* in *talking, 16%* in *reading,* and *9%* in *writing.*[1]

Let us begin with a good *definition* of *listening:*

"Listening is when a human organism receives data aurally."[2]

Listening involves verbal, vocal, and other sounds. Skill, as a listener, involves the capacity to handle data, willingness to hear it, and previously formed listening habits. The information in a message may either be *explicit* or *implicit,* what is said *explicit* and what remains unsaid or *implicit.*

We have already alluded to the values of good listening in our agencies, but here are a few more values worth considering:

1. Learn more.
2. Will become better informed and a more knowledgeable person.
3. Will be better liked and respected by the people with whom we talk. By listening carefully, we compliment the person to whom we listen, we signify to him that we think of him as a worthy individual.
4. Everyone needs attentive listeners because when people have difficulties being listened to, even if no solution to their problems is suggested, it is a catharsis for them. Being listensd to helps them to continue contact with reality.
5. Listening helps the talker to clarify his ideas, synthesize and evaluate them, because he doesn't know the value of an idea many times until he sounds it out with someone else.
6. Will save repetition, waste of time, and embarrassment.
7. Will open the door to better family, community, state, nation, and world relationships.

Now that the definition and values of listening have been stated let's explore *ways* to *improve* our *listening habits.*

1. Restate the message to the talker, the values of which are:
   a. Serves to keep the talker talking and you do better listening.
   b. Begin restatements with, "you think," "it seems to me what you are saying is," "I believe I heard you say _____ is this correct?"

1. Weaver, Carl. *Human Listening—Processes and Behavior.* Bobbs-Merrill Co., 1972, p. 13.
2. Weaver, Carl, p. 5.

c. Clarifies meaning of what is said.
d. Will keep conversation to the point rather than wasting time on irrelevancies.
e. Restatement gives talker the chance to *correct* his statement.
f. Use follow-up questions to lead the discussion into a new realm of the subject for further clarification.
g. Helps in stalling the conversation of the subject until the listener has finished exploring his thinking.

2. You must guess the talker's purpose or intent.
   a. Knowledge of the talker's value systems will help you understand his message better.
   b. Be careful not to stereotype people, placing each person to whom you listen in a category because you won't listen. You will merely expect or anticipate certain reactions.
3. You should strive to improve your daily listening up to the level of your best capacity.
   a. Try to do away with daydreaming. Most people listen carefully only sometimes and loaf most of the time.
   b. Try to change your habits by careful listening a *few minutes at a time,* by devoting full attention to it.
   c. Don't expect to listen attentively *all of the time.*
   d. The new reaction-listening pattern will become more and more automatic.
4. Compare your definitions of words with those of the talker.
   a. Your definitions will never be exactly the same because your *backgrounds* and experiences differ. You cannot hear *exactly* what a talker means to say but you can continue to clarify the terms between you.
5. Determine your *purpose* in *every listening situation.*
   a. Try to hear central theme, support material, example, illustration, comparison, contrast, quotation, fact and explanation.
   b. Be aware of slanted material, and biases of the talker.
   c. Listen carefully enough to determine changes in purpose.
6. You should become aware of your *own biases* and *attitudes.* Write down biases and discuss them so that some of them will lose strength.
   a. Prevent biases from causing you to get the *wrong meanings when you listen.*
   b. A member of a culture views behavior of others in the light of his own values and often dislikes their behavior unless it is like his.
7. You should learn to use your spare time in listening as effectively as you can in these ways:
   a. Increase your information on the subject by reviewing what has been said.
   b. Place the idea in its relationship to the whole, its relevance, and its value.
   c. Avoid daydreaming while listening intermittently.
8. Analyze your listening errors.
   a. Next time when you miss completely what someone has said try to recall the mental process at that instant:
      1. Were you distracted?
      2. Were you daydreaming?
      3. Were you distracted by emotions?
   b. Don't loaf in finding the category into which information fits. Increase rate of handling input information.
9. You should pay attention to the process of handling input information as it occurs, and the time it takes.
   a. Many people loaf at listening because they think that listening is *passive* and that you can absorb the information the talker sends without working. This is not so. A good listener is *active* and *hard working.*
   b. Listening takes *as much energy* as talking.

10. You should learn as much as you can about the process.
    a. Real improvement in listening occurs over a period of time, not suddenly.
11. We must realize in any agency work which we do, we need to *evaluate what we hear in the following ways:*
    a. Should get the whole story before evaluating it, for one of the greatest faults of listening is to evaluate too early. The listener only hears the data which fits the early evaluation.
    b. Should be alert to mistaken casual relationships. Is the cause implied by the speaker the *proper cause* or the *whole cause* of the effect under discussion? Be alert to the words: because, for, since, as.
    c. Check whether the speaker knows his field to some extent, has done some comparing of ideas, some research into the subject, or is just giving a personal point of view.
    d. Are the opinions sound? Conclusions based even on good evidence are not necessarily true. Conclusions are inferences, not facts. You can find opposite meanings from the same information.
    e. Judge how much the talker's biases are affecting his message. We all talk and listen *through our bias* screens.
12. "To people involved in the simplest kind of human service interview is a relationship which is far from simple."[3]
13. "Listening is perhaps even more important than speaking in the *human services* and it is, in general, the least developed tool. It is because so few people are really good listeners that many people come to human services for help."[4]
14. We need to be sensitive to another's need to talk things out because to put thoughts into words requires a sorting out, an intellectual process that imposes a kind of order on the thoughts, fears, apprehensions, anxieties the social animal feels most uncomfortable when he is with his fellows. So when he is able to share his thoughts with them, to speak and be heard, he feels *safer, more protected, stronger.*
15. A *sympathetic listener* can lighten the speaker's burden, decrease his pain whether it be a hurt child or an elderly adult.
16. It often bothers the volunteer greatly if the person who he wants to help doesn't answer his questions. He needs to remember that his silence or short answers are often thin masks over anger, resentment and contempt. Alice Collins helps us here by saying "In such instances the worker needs to remember what he hears himself saying may not be what the other person hears." Hearing, like vision, is distorted by the situation. The hearer may actually not know the answers to questions because he cannot hear the questions for the sounds going on in his own mind or may want so much to forget what has happened that he actually cannot recall it.

3. Collins, Alice. *The Human Services.* Odyssey Press, Bobbs-Merrill, p. 26, 1972.
4. Collins, Alice, p. 27.

REPORT WRITING TECHNIQUES

All students in Projects in Community Service are required to submit weekly diary-form reports regarding their work in the agency. The reporting in no way needs to be repetitious because in working with people they differ so in reactions to motivation and inter-relationships daily that your activities with them will differ from day to day accordingly. If you remember that a helping relationship means *fostering growth* in the person or persons you are assisting, then you will be eager to observe and listen to indications of change, and record these indications in reports. When changes are difficult to note then it is valuable to list the activities or areas in which the person or persons have the greatest interest and report plans you have for the future activities that will help them grow and motivate their learning.

Please write all reports in ink; pencils tend to blur. Your reports help to form a continuous story of the community service work performed by students throughout the years. Since there are very few college or university programs in our country in which students coming from ten different departments of the college work together providing volunteer services to community agencies, it is important for us to keep running records of your work. In doing so it may help further programs being set up in other communities and states.

Keep these particular suggestions in mind as you write your weekly reports:

1. Write your reports *in your agency* at the finish of your work or *at home* rather than in class. You need to think about your work, *plan* and *evaluate*. Fresh impressions make writing easier.
2. Make clear the *number* of people with whom you work and their age.
3. Be specific in stating what objectives you are trying to accomplish weekly in your work. Consult with your *agency supervisor* throughout the semester regarding your objectives and theirs.
4. Describe in your reports specifically the *activities* you initiated. At the same time describe the *reactions* of the person with whom you are working to those activities.
5. Evaluate the *success* or *failure* of the activities in terms of the growth of the people with whom you work and for improved future planning.
6. No one can be successful every day so it is important to describe problems you may be having in your work, your suggestions, and indicate if you would like to discuss them with your college supervisor in office conference.
7. If you find *activities* that are *particularly successful* in any of your agency work *record* them in greater detail so that other students may try them out. Some students from previous experience have *designed games, written stories,* worked out *new techniques* which your college supervisor keeps in her office for students to borrow as *resource materials.*
8. Feel free to express your *thoughts* and *feelings* regarding your work. These reports will help you air your feelings and grow in your work!

PROJECTS IN COMMUNITY SERVICE
DECISION SHEET

Name _____ **Phone** _____

Dept. _____ **Cr. Hours** _____ **Day & Hour of Seminar** _____

Agency Chosen _____ **Ag. Phone No.** _____

Supervisor's Name _____

Directions:

1. List classes according to day of week.
2. List days and hours of paid work.
3. List days and hours of field work.
4. Please Use Pen.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1. GCC Classes							
2. Homework							
3. Paid Work							
4. Field Work							

26

PROJECTS IN COMMUNITY SERVICE

DECISION SHEET

Name _____ **Phone** _____

Dept. _____ **Cr. Hours** _____ **Day & Hour of Seminar** _____

Agency Chosen _____ **Ag. Phone No.** _____

Supervisor's Name _____

Directions:

1. List classes according to day of week.
2. List days and hours of paid work.
3. List days and hours of field work.
4. Please Use Pen.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1. GCC Classes							
2. Homework							
3. Paid Work							
4. Field Work							

PROJECTS IN COMMUNITY SERVICE
DECISION SHEET

Name _____ **Phone** _____

Dept. _____ **Cr. Hours** _____ **Day & Hour of Seminar** _____

Agency Chosen _____ **Ag. Phone No.** _____

Supervisor's Name _____

Directions:

1. List classes according to day of week.
2. List days and hours of paid work.
3. List days and hours of field work.
4. Please Use Pen.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1. GCC Classes							
2. Homework							
3. Paid Work							
4. Field Work							

PROJECTS IN COMMUNITY SERVICE

STUDENT WEEKLY REPORTING FORM

REPORT #1

Name _____ **Date** _____

Dept. _____ **Hrs. Credit** _____

Community Evaluator _____

Community Agency _____

Seminar Time _____ **No. of Weekly Hours of Work** _____

1. What is your agency?
2. Why did you choose this agency?
3. What is your job description given to you by your agency supervisor?

PROJECTS IN COMMUNITY SERVICE

STUDENT WEEKLY REPORTING FORM

REPORT #2

Name _____ **Date** _____

Dept. _____ **Hrs. Credit** _____

Community Evaluator _____

Community Agency _____

Seminary Time _____ **No. of Weekly Hours of Work** _____

1. What skills will you need to do good work in your agency?
2. In what way is your agency work related to the department which you have chosen?

PROJECTS IN COMMUNITY SERVICE
STUDENT WEEKLY REPORTING FORM
REPORT #3

Name _____ **Date** _____

Dept. _____ **Hrs. Credit** _____

Community Evaluator _____

Community Agency _____

Seminar Time _____ **No. of Weekly Hours of Work** _____

1. After reading your chapter about people's needs, give examples of basic needs that surface in people's behavior.
2. Describe your agency work this week and the reaction of others to your work.

PROJECTS IN COMMUNITY SERVICE
STUDENT WEEKLY REPORTING FORM
REPORT #4

Name _____ **Date** _____

Dept. _____ **Hrs. Credit** _____

Community Evaluator _____

Community Agency _____

Seminar Time _____ **No. of Weekly Hours of Work** _____

1. Describe any one of the people with whom you are working (physical appearance).
2. Describe the needs of a person with whom you are working.
3. Describe your work for this week.

PROJECTS IN COMMUNITY SERVICE

STUDENT WEEKLY REPORTING FORM

REPORT #5

Name _____ **Date** _____

Dept. _____ **Hrs. Credit** _____

Community Evaluator _____

Community Agency _____

Seminar Time _____ **No. of Weekly Hours of Work** _____

1. What kinds of listening does your agency field work require? Refer to your text for information.
2. List the techniques we can use in improving our listening skills.
3. Give examples of *good* and *poor* listening experiences.

33

PROJECTS IN COMMUNITY SERVICE
STUDENT WEEKLY REPORTING FORM
REPORT #6

Name _____ **Date** _____

Dept. _____ **Hrs. Credit** _____

Community Evaluator _____

Community Agency _____

Seminar Time _____ **No. of Weekly Hours of Work** _____

1. Now that you have worked in your agency six weeks, write a very complete job description.
2. List specifically your goals for the remainder of the semester.

PROJECTS IN COMMUNITY SERVICE

STUDENT WEEKLY REPORTING FORM

REPORT #7

Name _____ **Date** _____

Dept. _____ **Hrs. Credit** _____

Community Evaluator _____

Community Agency _____

Seminar Time _____ **No. of Weekly Hours of Work** _____

1. What report writing techniques are emphasized in your text book?
2. List the values of reporting your agency work.
3. What ways can you improve your report writing?

PROJECTS IN COMMUNITY SERVICE

STUDENT WEEKLY REPORTING FORM

REPORT #8

Name _____ **Date** _____

Dept. _____ **Hrs. Credit** _____

Community Evaluator _____

Community Agency _____

Seminar Time _____ **No. of Weekly Hours of Work** _____

1. What are some questions that can be asked to assist in making a disciplinary or emotional situation more constructive (consult your text on *Psychological Techniques*).
2. Describe a disciplinary or tense situation which you handled.
3. List any problems you are finding in your field work.

PROJECTS IN COMMUNITY SERVICE

STUDENT WEEKLY REPORTING FORM

REPORT #9

Name _____ **Date** _____

Dept. _____ **Hrs. Credit** _____

Community Evaluator _____

Community Agency _____

Seminar Time _____ **No. of Weekly Hours of Work** _____

1. What career exploration have you been able to do in your agency work?
2. What courses will you need to take in order to further your career goals?
3. Describe your field work for this week.

PROJECTS IN COMMUNITY SERVICE

STUDENT WEEKLY REPORTING FORM

REPORT #10

Name _____ **Date** _____

Dept. _____ **Hrs. Credit** _____

Community Evaluator _____

Community Agency _____

Seminar Time _____ **No. of Weekly Hours of Work** _____

1. After consulting the bibliographies in your textbook, which references will help you with your agency work?
2. How do your agency referral lists help you?
3. Describe your field work for this week.

PROJECTS IN COMMUNITY SERVICE

STUDENT WEEKLY REPORTING FORM

REPORT #11

Name _____ **Date** _____

Dept. _____ **Hrs. Credit** _____

Community Evaluator _____

Community Agency _____

Seminar Time _____ **No. of Weekly Hours of Work** _____

1. Describe your field work for this week.
2. In what ways have your observational and listening skills improved in your field work?

PROJECTS IN COMMUNITY SERVICE
STUDENT WEEKLY REPORTING FORM
REPORT #12

Name _____ **Date** _____

Dept. _____ **Hrs. Credit** _____

Community Evaluator _____

Community Agency _____

Seminar Time _____ **No. of Weekly Hours of Work** _____

Guidelines in Outlining Your Oral Final Report

1. Name and location of agency.
2. Why you chose your agency.
3. Objectives of your agency.
4. An example of new insights.
5. Value of your agency work to:
   You
   Your agency
   Community
6. Cite ways in which your field work has helped you explore careers.

MIDTERM EVALUATION

Name of Student Volunteer _____ Date _____

Community

Agency _____ Supervisor _____

Number of Hours worked in a Week _____ Phone No. _____

Address _____

Your constructive criticism enables me to provide better instructional training. Please check the statement that best describes the above-named student.

Relations with Others

____ Exceptionally well accepted
____ Works well with others
____ Gets along satisfactorily
____ Has some difficulty working with others
____ Works very poorly with others

Dependability

____ Completely dependable
____ Above average in dependability
____ Usually dependable
____ Sometimes neglectful or careless
____ Unreliable

Judgment

____ Exceptionally mature
____ Above average in making decisions
____ Usually makes the right decision
____ Often uses poor judgment
____ Consistently uses bad judgment

Quality of Work

____ Excellent
____ Very good
____ Average
____ Below average
____ Very poor

Ability to Learn

____ Learns very rapidly
____ Learns quickly
____ Average in learning
____ Rather slow to learn
____ Very slow to learn

General Rating

____ Excellent
____ Very Good
____ Average
____ Marginal
____ Poor

Attitude—Application to Work

____ Outstanding in enthusiasm
____ Very interested and industrious
____ Average in diligence and interest
____ Somewhat indifferent
____ Definitely not interested

It is important to the student to have your personal comment.

41

_____
(Placement Supervisor's Signature)

MIDTERM EVALUATION

Name of Student Volunteer _____ Date _____

Agency _____ Community Supervisor _____

Number of Hours worked in a Week _____ Phone No. _____

Address _____

Your constructive criticism enables me to provide better instructional training. Please check the statement that best describes the above-named student.

Relations with Others

____ Exceptionally well accepted
____ Works well with others
____ Gets along satisfactorily
____ Has some difficulty working with others
____ Works very poorly with others

Dependability

____ Completely dependable
____ Above average in dependability
____ Usually dependable
____ Sometimes neglectful or careless
____ Unreliable

Judgment

____ Exceptionally mature
____ Above average in making decisions
____ Usually makes the right decision
____ Often uses poor judgment
____ Consistently uses bad judgment

Quality of Work

____ Excellent
____ Very good
____ Average
____ Below average
____ Very poor

Ability to Learn

____ Learns very rapidly
____ Learns quickly
____ Average in learning
____ Rather slow to learn
____ Very slow to learn

General Rating

____ Excellent
____ Very Good
____ Average
____ Marginal
____ Poor

Attitude—Application to Work

____ Outstanding in enthusiasm
____ Very interested and industrious
____ Average in diligence and interest
____ Somewhat indifferent
____ Definitely not interested

It is important to the student to have your personal comment.

42

_____
(Placement Supervisor's Signature)

FINAL EVALUATION

Name of Student Volunteer _____ Date _____

Agency _____ Community Supervisor _____

Number of Hours worked in a Week _____ Phone No. _____

Address _____

Your constructive criticism enables me to provide better instructional training. Please check the statement that best describes the above-named student.

Relations with Others

____ Exceptionally well accepted
____ Works well with others
____ Gets along satisfactorily
____ Has some difficulty working with others
____ Works very poorly with others

Dependability

____ Completely dependable
____ Above average in dependability
____ Usually dependable
____ Sometimes neglectful or careless
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Judgment

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General Rating

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____ Very good
____ Average
____ Marginal
____ Poor

Attitude—Application to Work

____ Outstanding in enthusiasm
____ Very interested and industrious
____ Average in diligence and interest
____ Somewhat indifferent
____ Definitely not interested

It is important to the student to have your personal comment.

_____
(Placement Supervisor's Signature)

FINAL EVALUATION

Name of Student Volunteer _____ Date _____

Agency _____ Community Supervisor _____

Number of Hours worked in a Week _____ Phone No. _____

Address _____

Your constructive criticism enables me to provide better instructional training. Please check the statement that best describes the above-named student.

Relations with Others

____ Exceptionally well accepted
____ Works well with others
____ Gets along satisfactorily
____ Has some difficulty working with others
____ Works very poorly with others

Dependability

____ Completely dependable
____ Above average in dependability
____ Usually dependable
____ Sometimes neglectful or careless
____ Unreliable

Judgment

____ Exceptionally mature
____ Above average in making decisions
____ Usually makes the right decision
____ Often uses poor judgment
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Quality of Work

____ Excellent
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Ability to Learn

____ Learns very rapidly
____ Learns quickly
____ Average in learning
____ Rather slow to learn
____ Very slow to learn

General Rating

____ Excellent
____ Very good
____ Average
____ Marginal
____ Poor

Attitude—Application to Work

____ Outstanding in enthusiasm
____ Very interested and industrious
____ Average in diligence and interest
____ Somewhat indifferent
____ Definitely not interested

It is important to the student to have your personal comment.

44

_____
(Placement Supervisor's Signature)

FIELD WORK ATTENDANCE

Student's Name _____

Agency _____

Supervisor _____

Instructions: No field work experience credit can be granted to a student without the verification of the student's hours of involvement. The student's placement supervisor is therefore asked to indicate the number of hours attended and to sign the Attendance Sheet before sending it back to your Instructor/Coordinator. You will be asked to do this once during the semester; and hand in at the end of the semester.

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Comments: _____

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_____ _____

Signature **Please Return Before**

FIELD WORK ATTENDANCE

Student's Name _____

Agency _____

Supervisor _____

Instructions: No field work experience credit can be granted to a student without the verification of the student's hours of involvement. The student's placement supervisor is therefore asked to indicate the number of hours attended and to sign the Attendance Sheet before sending it back to your Instructor/Coordinator. You will be asked to do this once during the semester; and hand in at the end of the semester.

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TOTAL HOURS		

Comments: _____

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_____ _____

Signature **Please Return Before**

HOW TO USE BIBLIOGRAPHIES

Students in Projects in Communities Service do a great variety of field work in over 50 community agencies. Consequently, these bibliographies have been carefully researched and prepared to increase your knowledge and orient you to give more effective service at the agency of your choice. Choose the resources, books, or chapters in these books relevant to your need.

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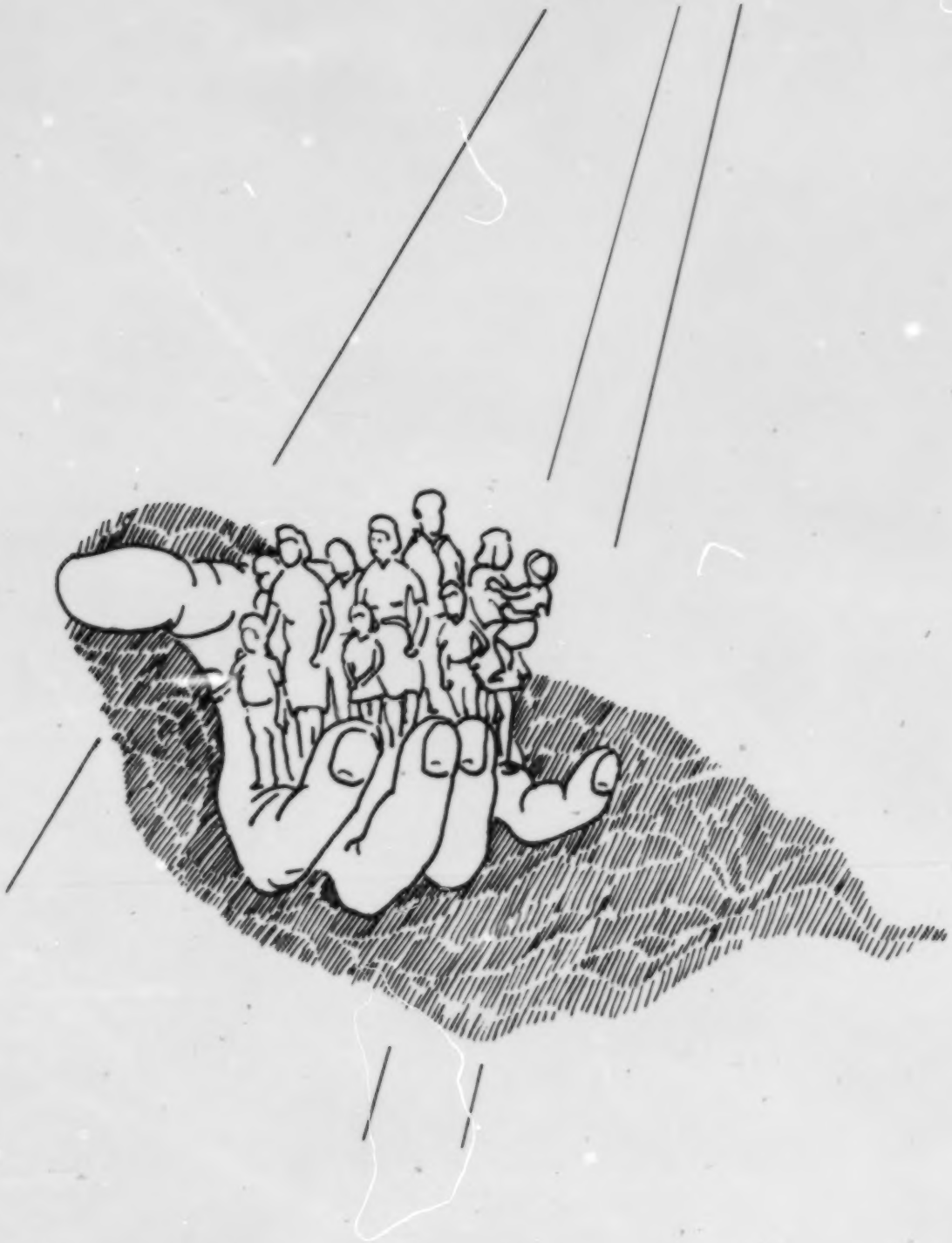
PART II
Guidelines for Agencies



OVERVIEW OF THE PROGRAM

Community Service agencies cooperating with our Community College Program, Projects in Community Service, will be using the volunteer work of college students for twelve weeks of each college semester. During the first four weeks of every semester the students have the opportunity to visit community service agencies in order to become acquainted with the program of the agencies and to discover if the volunteer work needed is related to their talents and interests. The students will begin the work in our agencies the fifth week of the semester giving three to ten hours of assistance a week. The students will work out the best weekly and hourly schedule with you as field supervisors. Please keep their attendance or have them check their attendance sheets which we send with them, and sign the attendance sheets signifying your agreement. You will be relieved that there isn't a great deal of paper work connected to your working with the students, for we ask you to send in their evaluation on special forms at the end of six weeks and at the end of twelve weeks. The college is eager for each student to grow and learn as he works with you and assists in solving problems in your agency.

As a cooperating agency you need to be acquainted with the objectives of our program.

OBJECTIVES OF THE PROJECTS IN COMMUNITY SERVICE COURSE

Our primary objective is educational. Students have an opportunity, through the course, to be exposed to the unsolved problems that exist in the community and to develop an informed concern about the problems of people.

Other objectives are:

*Synthesize Community College resources to improve conditions in the community.

*Give students a firsthand working relationship with their community which may point to careers in the community.

*Help students determine whether or not their interests and aptitudes match their career and educational goals.

*Channel the idealism and energies of students into constructive and relevant community work for the good of society and the individual. Foster better understanding and acceptance of Education by the community through contacts of students and faculty.

*In tutoring and working with people in the community, students will discover the strengths and weaknesses of their education and become motivated to learn more as they see the practical application of their knowledge.

COURSE REQUIREMENTS FOR COLLEGE STUDENT VOLUNTEERS

It is also important for you to know of the Projects in Community Service Course requirements for our college student volunteers:

The students must:

1. Attend sixteen weekly one hour seminars per semester, held on the college campus.
2. Become acquainted with problems and needs of the community service agencies through presentations of thirty community service agency directors during the first four weeks of the college semester, during their one hour a week of class time. (Since all agencies cannot be represented during these four weeks, the students are given alphabetical lists of all the additional agencies with addresses and phone numbers so that they can contact and visit them.)
3. Visit agencies in order to choose one agency in which the student will enjoy working for twelve weeks.
4. Work out a field work schedule satisfactory to themselves and their field work supervisor.
5. Turn in copies to their college and field work supervisors of a weekly schedule showing the hours and names of his college classes, and hours of work which they have arranged with their field work supervisor in the agency of their choice.
6. Obtain orientation from the community service agency field work supervisor or staff member before beginning field work. Ask questions regarding clientele, specific techniques and materials related to their field work for the semester.
7. Begin agency work the *fifth* week of the college semester.
8. Report weekly community service agency work in diary form on report forms provided in their college class. There are guidelines stated on the report forms to aid the students in writing reports which reveal their goals for the week, activities to carry out their goals for the week, observations of the reactions of the clientele, and self-evaluations of the activities in terms of doing planning for the next week. These reports are turned in weekly to the college supervisor.
9. If serious problems of any kind arise in their field work, they must notify their college supervisor immediately.
10. Arrange interviews with the community agency supervisor throughout the semester in order to know whether their work is satisfactory and how it can be improved. These interviews are necessary so that the field supervisor will be able to fill out the Evaluation Forms regarding the student's work at both midsemester (after the first six weeks) and at the end of the semester. The student must take these forms to the supervisor in the field at the beginning of the field work assignment.

11. May request special resource people for class time by contacting the college supervisor and arranging the date and topic to be presented to the class.
12. Share his agency successes or failures with his classmates during the weekly class time.

PROJECTS IN COMMUNITY SERVICE STUDENT SCHEDULE

Department _____ **Number of Credit Hours** _____

Name _____ **Telephone Number** _____

Address _____

On the weekly schedule below place the following:

1. The names and times of your classes.
2. Your paying job work hours and the name of your employer.
3. The name of the community agency you have selected, the address, the phone number and times you work and your supervisor.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

PROJECTS IN COMMUNITY SERVICE COURSE
STUDENT WEEKLY REPORTING FORMS FOR STUDENTS REPEATING THE COURSE

Name _____ **Dept.** _____ **Your Phone** _____

Community Agency _____ **Community Evaluator** _____

Date _____ **Seminar Time** _____ **No. of Weekly Hrs. of Work** _____

In simple diary form describe the volunteer work which you did in your community agency this week, citing:

No. and age of people with whom you worked
Objectives
Specific activities
Reactions of clients to activities
Self-evaluation of activities—new planning ideas
Report difficulties or suggestions for project work

On your third or fourth report tell in what way the activities at your agency relate to the department under which you are taking this course for elective transferable credit.

(Use back side if necessary.)

POINTERS TO HELP AGENCIES MAKE THE BEST USE OF COLLEGE VOLUNTEERS

Students are encouraged by their college supervisor to acquire better *observational, listening, psychological* and *report writing techniques* which will improve the quality of the work in your agencies. The students use this textbook in order to read about and discuss these skills. Students' oral and written contributions during the weekly class time are considered important in evaluating the students' work in the course. In becoming aware of this classwork at the college, the field supervisor and staff are encouraged to inform our students of special agency needs in these areas of observation, listening and psychological approach.

The report writing aids the student to crystallize his goals in his agency work and plan activities to carry out the weekly goals. Observing the reactions of the person or people who he helps is stressed, and the student needs to note down on the job or at home these reactions to enable him to do more effective work in planning for the future. Please encourage the student to *coordinate his plans with your agency plans.*

In order to tap the valuable resources represented by college volunteers and to make good use of their time, it may help you as an agency to keep these pointers in mind:

1. Recognize individual differences and maturity in our college students who range in ages from 19-70 years of age.
2. Volunteers need to visit your agency and talk with you about their interests and your needs during the first four weeks of the college semester (e.g., August 30—September 24) (January 17—. . .)
3. Once the volunteers have made their choices of agencies at the end of the four weeks, your agency needs to provide orientation meetings in which agency personnel and student volunteers share *ideas* and *expectations* of the work to follow.
4. Continuous communication needs to take place during the twelve weeks of the semester between agency personnel and student volunteers so that they can know specifically what work they have to do and whether their work is satisfactory.
5. Students bring to their work a sense of urgency. They do not want to do "busy work," but instead want to *achieve significant results.* The students' eagerness can be a source of creativity and dedication if your agency will allow this eagerness to express itself in significant *action* carrying out your agency goals.
6. Student volunteers' work must be continually supported by *your careful planning, supervision,* and *guidance.* They enjoy independence and freedom to try their own ideas but they need reminders regarding *direction* and *your goals.*
7. Instead of judging a volunteer by his hair style or outward appearance please find out what he really can produce by putting him to work and observing results. If your program is well planned and run, the students will cooperate with you better and use their talents more productively.
8. Be aware of their academic calendar, their weekly schedule of classes at the college, which you will receive from them at the beginning of the semester. Assist the students to arrange

the best time schedule for working weekly in your agency. There are periods during the academic semester when exams or term papers are due and students are usually hard pressed for time. Be careful not to misjudge their work during these brief periods. If they have to miss time arrange with them the *make up of time.*

9. Students enjoy working with people from different cultures, race or economic backgrounds. Students are eager for *new experiences* and are not tied to the perspective of their own past.
10. Students come to you with a great variety of talents, consequently it is important for you to sort out those students who are especially capable of tasks involving delicate interpersonal relations.
11. Make students aware of cultural patterns of the minorities your agency serves.
12. You may expect hard hitting questions from students but do not feel personally attacked. They appreciate and respect a straightforward expression of your *purpose,* a frankness in dealing with and expressing your *problems,* and a willingness on your part to listen to differing opinions.
13. Your *frankness* and *sensitivity* can assist in breaking down barriers between you and the volunteers, and may bring *helpful changes* to your agency.
14. Money and paid personnel cannot solve the multiple problems and work of your agency, but people such as our student volunteers can assist you in extending services to the multiple needs of a greatly increased population.

RESPONSIBILITIES OF AGENCIES TO THE STUDENT VOLUNTEERS

1. Planning for the use of the students.
2. Touring the students through your agency.
3. Interviewing, screening and matching interests and talents with jobs.
4. Providing orientation.
5. Training.
6. Supervising.
7. Evaluating.

PLANNING

1. Determine what needs your agency has that can be met by volunteers.
2. Be flexible in planning. As new resources become available be ready to change plans and activities in order to use the new resources effectively; e.g., student volunteers who worked for the Community Action Program worked on remodeling just one disadvantaged senior citizen's home because the building materials were scarce. After a student expedited additional building materials as donations from surrounding building materials companies, the Community Action Agency had to change and repair many additional homes. The initiative of the volunteers should be noted so that your planning can be revised.
3. Involve people from the community. Students need to be aware of how their work fits into the whole plan of your work, and how the work of your agency really benefits the people in the community. Let the students know of your overall results in working with community people's needs. The students need to observe the geographical community area your agency is serving and personally come into contact with your clientele. Too often planning is superimposed upon the community clientele without including them in the planning.
4. Involve the students where time budget permits in your planning sessions. When you have staff meetings invite the students to attend, for they will feel the greater importance of their work and cooperate better with your staff.
5. Remember that change is very important because the activities of your volunteers are directed toward change and improvement of community conditions.
6. Students learn through the planning what it means to take responsible action for the people who live in their community. Colleges have found that through community work the students deepen their appreciation for learning.
7. In planning for the future, your agency needs to consider additional areas in which students can assist. The college can assist your agency to make community changes.
8. College students can help set up a Speakers Bureau in your agency so that your work can be constantly interpreted to the community. One of our students receiving English credit, put

on thirty talks in one semester regarding Mental Health facilities available at low cost in the County. The Mental Health Association, high schools, and service clubs also benefited greatly from these presentations.

9. Write public relations materials to interpret your agency in newspapers, in flyer form.
10. Assist clientele on a one-to-one basis which is impossible for the limited time of paid staff.
11. Plan activities which supplement and enrich your program, such as field trips, making materials to teach concepts more effectively to all age students, play games.
12. Assist with a multitude of clerical, organizational activities which when accomplished cause your agency to run with greater smoothness and efficiency.
13. Provide fundamental therapy on a weekly basis—making it possible for your agency to make greater personal impact.
14. To learn new skills.
15. To exercise their own talents and skills where there is a real need for them.
16. To become more involved and knowledgeable about their own community.
17. To do something challenging and difficult.
18. To experience success.
19. To experience appreciation.
20. To associate more closely with others.
21. To influence the policy or functioning of an agency from whom their friends or associates receive services.
22. To develop new interests.

SCREENING

Screening volunteers according to their interests and abilities has these built-in advantages. It aids in matching the motivation and skills of the volunteers with the function and needs of the agency and results in placing them in specific jobs which fit their aptitudes. The student volunteers must be immediately introduced and assigned to field work by the field supervisor. In small agencies the director may serve as a field supervisor, but in larger agencies such as hospitals, schools, police stations, etc., a variety of supervisors need to be assigned. These employees do not need to take time away from their job to supervise but could supervise while volunteers work with them. The students need a supervisor who will really see them working, for as we have already mentioned, evaluation forms will be filled out at midsemester and at the end. The student needs to *grow* and *learn* through his field work.

TOURING

During the four weeks when you can expect students to visit your agency, be sure that there is a staff member responsible for receiving the student phone calls, making appointments, showing them the agency as a whole, designating generally the kinds of work the volunteers will do, answering a multitude of questions, and giving each student an Agency Profile Sheet (a sample copy of which is contained in the appendix of this manual).

INTERVIEWING

During your interviewing time with the students it is valuable to determine why the students have chosen volunteer work. Since your agency is compensated by the volunteers' contributions of time and energy, it is necessary for you to acquaint yourselves sufficiently with the students' interests and talents so that you can match them with work successfully. Here are some of the reasons volunteers have chosen your agency.

1. To further an idea or service the volunteer considers important.
2. To experience constructive impact on his environment.
3. To learn through personal experience for its own sake, school credit or job preparation.

In such agencies as the YWCA Friendly Visitor Program, in which students work independently with a senior citizen who is referred to them by the YWCA, it is important for the YWCA supervisor to check with the senior citizens served periodically, and for the student volunteers to turn in the reports required by the Friendly Visitor Director. She reminds the students of these requirements by letter, a sample of which you will find in the appendix.

Points to keep in mind while screening a student are:

1. Analyze with personnel of your agency what work really needs doing by the volunteers. Remember that even though the volunteers come to assist you for a twelve week semester, that the process of volunteering is continuous from semester to semester, and that when some students terminate their work, other students will take their places. If their experience with you has been favorable and satisfying, the students will want to recruit additional volunteers for you.
2. Clearly identify the volunteer's motives and interests so he can be fully utilized.
3. Do the matching of these skills with your jobs carefully and make your job assignment *concise* and *clear.*
4. Be aware that he will grow and learn with you, so don't expect too much of talents displayed only in the interview and screening.

ORIENTATION

This is a second reminder that our college semester is composed of sixteen weeks beginning the last week of August and the second week of January. During the first four weeks of each semester the students only attend their one hour weekly class in Projects in Community Service at the college. They listen to the community agency supervisors who briefly inform them of ways in which the agency needs their volunteer assistance. Students are encouraged to visit as many agencies as they possibly can, then make a choice of *one* or *two* agencies by the fifth week of the semester in which they will work for the remaining twelve weeks. Consequently this *fifth week* in each semester is the crucial time to present your *agency orientation.*

Agency supervisors and personnel often feel that student orientation is an added burden of responsibility for which they have no time, but it is important for them to consider that a few days of orientation will be rewarded by a more effective work team to serve your increased community population. The students after orientation can assist you intelligently because of their knowledge of your goals and specific needs and techniques. Remember that the agency supervisor does not need to give *full time* to the orientation. Student volunteers who have assisted you previous semesters and members of your own staff make excellent trainers. Agencies requiring more complex skills of volunteers need to continue the orientation informally throughout the semester. E.g., assisting lawyers in legal aid, assisting teachers in classrooms, assisting in hospitals, etc.

Concrete examples of orientation materials for student volunteers are included in the Appendix of this manual to motivate and assist you in writing your own orientation. Such brief mimeographed guidelines can include the following:

1. The particular characteristics of the clientele you serve.
2. Brief statement of your goals and the ways in which you serve the community.

3. Brief statement regarding your reasons for needing assistance.
4. Brief statement regarding problems that need solving.
5. Guidance statements regarding attitudes and general behavior of volunteers.
6. Job descriptions.
7. A list of materials with which the volunteers need to acquaint themselves in order to work effectively.
8. Special techniques which are valuable for the student in his work.
9. Time schedule of your agency, address and phone, names of those who will supervise volunteers.

Orientation needs to be provided on *paper,* by *word of mouth* and through *discussion* with student volunteers. It is the beginning of the working human relationships between your agency workers and the students. The volunteers must gain a sense of how they as volunteers relate to your present and future needs. Always give students opportunity for questions and feedback. Since students can only assist during certain limited hours of the day or evening, help them to understand what a *whole day* or evening at your agency is like.

TRAINING

Training should be ongoing, instead of being provided only for a few days. Agency work demands are constantly changing, consequently students need to be kept in close touch with innovations or new requirements. As the field supervisor observes growth in the students, new responsibilities need to be assigned. Students will naturally go through a period at the beginning of their work when they will be observing, following directions, and trying to obtain a mental map of their work. Then after they have become adjusted to the new environment, you can expect greater creativity from them. Since they are college students it is valuable for your sake and theirs to expect them to initiate planning and carry out activities independently. Students enjoy challenging work but will require your checking in terms of your goals.

Training assistance may be given by experienced volunteers who you have return to your agency. They can work alongside the new recruits or members of your staff. Remember your training is weekly being supplemented by the college class sessions which are stressing listening, observational and psychological techniques. When students have materials with which to work and your plans they can participate in your agency work earlier in the semester with greater creativity and efficiency. It is important for you and the students to realize that the students should work on a *one-to-one* or *small group basis,* rather than being given whole group responsibility. The students need to see results in what they are doing, rather than transferring them from project to project in which they neither become acquainted with the clientele or see results. Students will assume greater responsibility if they can follow a client's progress from week to week.

Training should be centered on the basis of providing volunteers the opportunity for growth as a *member of your agency team,* in terms of self-awareness, communication skills, motivational development, and job skills. Training must meet the needs and interests of the volunteers. Their questions and comments need to be listened to by staff members. The volunteers must serve the agency in terms of your client goals so that they will be responsible and contributive members of your agency team.

Harriet Naylor in her book, *Volunteers Today,** emphasizes the value of training volunteers and their eagerness for the training, "Most adults want to learn. They come feeling optimistic about the prospect of taking training. They want to do good work and are willing to meet the organization's standards for training as necessary. The first charge to trainers, then, is to reduce threat and self-consciousness, to help participants to know and enjoy one another and to bring out their common interests and goals as early as possible."

*Naylor, Harriet. *Volunteers Today.* Association Press, 1967.

Materials which you have available in your agency will make excellent training materials. Harriet Naylor has found this to be true in working with training programs of hundreds of volunteers. "Posters, flyers, annual reports, and publicity scrapbooks all make good teaching materials."

Students in seeking agency training are grateful for firsthand experiences. Consequently, it is important to point out to them that there are very few absolutes in real life situations in which they will be working. They must think out possible answers and do some real problem solving rather than anticipating that there will be pat answers for agency work.

SUPERVISION

In using college student volunteers in your agency it is unnecessary to be with them constantly. What they need is the original orientation, verbal and written, and their responsibilities carefully defined by you. Even though college students enjoy freedom, spontaneity, and independence, they often *lack experience* and skills, so you need to give them continued guidance and support. When students work alongside of professional staff and community people, supervision can be built in naturally. Their very presence serves that purpose in an unstructured way. Students learn as they work with you, thus saving your valuable time. Some agencies do not think they can use students unless they assign a staff member's full time to supervising the volunteers. This barrier to using students can certainly be eliminated with flexible planning.

If there is a mutual trust between your own group and the volunteers the need for supervision will be less acute. College volunteers will welcome your help if you support and assist them rather than giving them rigid authority and restrictions. If a volunteer performance is unsatisfactory please consult with the on-campus college supervisor of Projects in Community Service Course rather than harboring resentment toward the student and the program he represents.

Failure to supervise the student volunteers adequately may result in their inability to accomplish your original objectives. In addition, you will have little evidence upon which to evaluate them. Just keep in mind that students really feel more secure in their work and will feel more free to experiment with new ideas if you show real interest in them and give them constructive supervision.

EVALUATION

Evaluation should be thought of as taking place during the year as well as at the end of the year. There is real value for student and agency if informal evaluation is done throughout the semester by the person with whom the volunteer actually works, not a supervisor in some remote office. The agency supervisor and employees are urged to acquaint themselves with our *Evaluation Form* early in the semester so that they can have the criteria well in mind as they work with the students. The student will give the agency supervisor two evaluation forms at the beginning of the semester which are to be filled out with personal comments and returned to the college supervisor of Projects in Community Service at midsemester (end of six weeks), and at the end of the semester. Dates for return can always be found in the left-hand upper corner of the Evaluation Form. These forms, together with the students' weekly diary reports, attendance, and class discussion contributions, will assist the college supervisor to determine semester marks for each student. The marks will be given on an A-D basis.

A = excellent
B = good
C = average
D = unsatisfactory

The chief purpose of evaluation is to insure flexibility and creativity in the students' work while your program is going on. Evaluation calls for constant checking of progress against goals and objectives so that plans can be altered for the future and goals redefined when necessary. Self-evaluation is constantly emphasized in our student weekly written reports of which there is a copy in this manual. A great many students only think of what *they do* for the agency and its clientele, but do not observe the *reactions* of the clientele to their assistance or planned activities. In written reporting to the college supervisor regarding the *reactions* of people toward their work, the students develop greater *empathy* for those they are assisting. They learn to encourage growth and independence in the clients rather than fostering dependence. As a result, they learn to plan more effective activities.

Evaluation takes place whenever you as an agency receive feedback from staff, volunteers, or community. Constantly check whether you are making maximum use of your volunteers because they really want to work fully involved in your project. When you fill in the written evaluation form for our students take time to discuss the evaluation with the students individually. The improvements in their work will more than reward your time. Each one of us needs to be given direction and constructive criticism. Students will be better able to accept criticism if they have some opportunity to present their own ideas. Agencies can provide this opportunity to make suggestions regarding any aspect of your agency volunteer. You can if you will ask the students to submit a list of their suggestions for you at both midsemester and near the end of the semester.

When evaluating students, constantly keep in mind their growth and learning. Feel encouraged and flattered that out of the one hundred community service agencies from which the students could choose, they chose your agency because you appealed to their interests, aptitudes, and possible career exploration. The students give of their time to you in addition to other classes which they attend at the college, and outside work for pay which they do to earn a living for themselves and family. They are in the process of balancing a time schedule budget for all of these areas of their lives. Their effective work for you depends upon the students' success in achieving this balance. They will be encouraged if you will make helpful suggestions whenever possible to assist them with time savers.

CONCLUSION

We hope that you will find our students to be flexible, mobile, resourceful, and empathetic. In assisting you with the solving of community problems they will become more acutely aware of the relevance of their college courses as aids in problem solving. The volunteer's contribution can be more lasting if it is woven into the overall planning and work of the institutions, groups and agencies that make up the larger society. The habit of volunteering for community service and working actively for our community can become a lifetime habit!

EVALUATION

Name of Student Volunteer _____ Date _____

Placement _____ Community Supervisor _____

Number of Hours Worked in a Week _____ Address _____

Telephone Number _____

Your constructive criticism enables me to provide better instructional training. Please check the statement that best describes the above-named student.

Relations with Others

____ Exceptionally well accepted
____ Works well with others
____ Gets along satisfactorily
____ Has some difficulty working with others
____ Works very poorly with others

Dependability

____ Completely dependable
____ Above average in dependability
____ Usually dependable
____ Sometimes neglectful or careless
____ Unreliable

Judgment

____ Exceptionally mature
____ Above average in making decisions
____ Usually makes the right decision
____ Often uses poor judgment
____ Consistently uses bad judgment

Quality of Work

____ Excellent
____ Very good
____ Average
____ Below average
____ Very poor

Ability to Learn

____ Learns very quickly
____ Learns rapidly
____ Average in learning
____ Rather slow in learning
____ Very slow to learn

General Rating

____ Excellent
____ Very good
____ Average
____ Marginal
____ Poor

Attitude—Application to Work

____ Outstanding in enthusiasm
____ Very interested and industrious
____ Average in diligence and interest
____ Somewhat indifferent
____ Definitely not interested

For further comments please use the space below.

Placement Supervisor's Signature

AGENCY PROFILE SHEET

Name of Agency _____

Address of Agency _____

Telephone Number _____

Contact Person _____

What Does Agency Do _____

Volunteer Jobs _____

No. of Volunteers Needed _____

Hours Needed _____

Days Needed _____

Special Requirements for Volunteers _____

_____

_____

_____

_____

_____

_____

_____

_____

VOLUNTEER CHECKLIST OF SKILLS AND INTERESTS

- ____ Reading
- ____ Writing
- ____ Taking responsibility
- ____ Speaking to groups
- ____ Meeting new people
- ____ Dancing
- ____ Singing
- ____ Sorting papers, keeping records, filing
- ____ Typing
- ____ Fixing machines
- ____ House construction or remodeling
- ____ Drawing and sketching
- ____ Camping, living outdoors
- ____ Research and analysis
- ____ Swimming and hiking
- ____ Working with problems
- ____ Selling or contacting people
- ____ Experimenting with mechanical devices
- ____ Teaching
- ____ Cooking, putting together menus
- ____ Repairing things
- ____ Designing clothes
- ____ Decorating
- ____ Making decisions
- ____ Presiding at meetings
- ____ Leading a discussion group
- ____ Acting
- ____ Driving a car
- ____ Skill in using numbers and checking financial statements, collect and analyze figures

VOLUNTEER JOB DESCRIPTION FORM

Name of organization _____

Title of service or project _____

Position _____

Purpose of job _____

_____

Areas of responsibility _____

_____

Typical tasks _____

Responsible to what supervisor or worker _____

Time needed for weekly work _____

Days and hours arranged between agency and student _____

_____

Orientation given by _____

Agency representative _____

Date _____

Comments _____

_____

AGENCY-STUDENT VOLUNTEER CONFERENCE FORM

This informal evaluation form can be used as a guide for a face-to-face conference after the volunteer has been working for a month:

Name of Evaluator _____ **Volunteer** _____

Position_____ **Vol. Position**_____

Date_____ **From** _____ **To** _____

1. When you first started as a _____ do you think you had a good idea of what you were expected to do, and how much time it would take?
2. What sort of things weren't you prepared for?
3. What kind of help are you getting?
   From your supervisor?
   On your own, how?
   Other sources in the organization:
4. To what extent have you received information and guidance from such aids as books, instructional manuals, kits or packets, audiovisuals? How have these been valuable?
5. What would you like to have in the way of immediate help in the near future?
6. Suggestions or opinions:

SAMPLE AGENCY LETTER REGARDING VOLUNTEER ASSIGNMENTS

March 23, 1976

Dear

The Friendly Visitor is the project you selected for this semester's work for Mrs. Smith's class. In order for you to get credit in this class you must attend her classes, and you must fulfill your obligations to this project by visiting the people we have assigned to you. Many of you check this list to see if you are fulfilling your responsibilities:

Are you visiting your referral weekly?

Are you sending into Mrs. McCoy a report about your referrals and a record of your mileage and hours spent with your referrals?

Have you had Mrs. McCoy fill out your evaluation form that Mrs. Smith gave to you for this class?

Are you getting in all the hours of visiting that you need in order to get your credit in this class?

If you are remiss on any of these questions, now is the time to get busy and do your work.

We are delighted to have you help us, but we do want you to get your credit—this is why we are reminding you of your responsibilities.

Sincerely,

SAMPLE

SPECIAL EDUCATION ASSISTANT HANDBOOK

Name_____

INTRODUCTION

The success which the Special Education Program has in the past was due in a large measure to the effort of the program's teaching assistants. While rendering a truly worthwhile service, the assistants at the same time felt they personally gained a great deal from the experience. The purpose of this handbook is to make your work even more effective and enjoyable.

The handbook will give you an overall view of the problems we face in this field, some effective techniques and methods for meeting these problems, and most importantly, suggestions on how to teach the many varied subjects we will cover over the year.

In no way is this book to be considered a substitute for the many discussions and conferences you will have. It is merely a supplement to our efforts to help our students. We will always be available to talk with you about anything.

Finally the suggestions found in this book are only a basic outline. More material will be necessary in most cases to develop an effective unit. Generally the assistants and teachers will meet when needed for planning sessions. Your suggestions are invited and will be appreciated.

We are fortunate this year in having the services of some excellent, well-trained teachers. Some of the teachers will emphasize some sections of this handbook more than others. In any case, the focus of all classes will be the same—the Special Education student himself.

FACT SHEET ON MENTAL HANDICAPS

What Are Mental Handicaps?

A condition where the brain is prevented from attaining full development, limiting the victim's ability to learn and put learning to use. It ranges from the severe to the mild—from individuals handicapped to the point of total helplessness to those who cannot keep up with a regular school program but can learn sufficiently to become self-supporting and socially independent.

How Widespread Are Mental Handicaps?

There are more than 5,000,000 mentally handicapped people in the United States; approximately 120,000 children born annually are mentally handicapped. The handicap is equally prevalent in other parts of the world. Thirty out of every thousand children and adults in the United States are mentally handicapped.

Whom Does a Mental Handicap Strike?

There is no way to know ahead of time which children will be born to become mentally handicapped. They are born to average, brilliant and dull parents, into highly educated and illiterate families alike. All racial, religious, social, economic, and national groups are affected.

What is the Prognosis for the Mentally Handicapped?

With proper help, 25 out of 30 mentally handicapped children can be educated in the basic skills of reading, writing, and arithmetic and can be gainfully employed as adults in unskilled and semiskilled work. Four more of every 30 can be trained to take care of personal needs and do simple tasks at home or in sheltered workshops; as adults they will be semi-independent. One out of every 30 individuals will require round-the-clock care throughout life.

What Causes Mental Handicaps?

More than 90 causes are known and others are suspected. A mental handicap results when there is incomplete development or destruction of tissues of the central nervous system. Sometimes the brain does not develop before birth. Overexposure to X-rays and certain illnesses, infections, and glandular disorder during pregnancy may result in a child's being mentally handicapped. Extraordinarily prolonged labor, pelvic pressure, hemorrage or lack of oxygen may injure the baby's brain. A child's full mental development may be arrested after birth by an accident, poisoning, glandular disturbances, chemical imbalance, and childhood diseases. Recent research also points increasingly to educational deprivation and other cultural and environmental factors as causes of apparent Mental Handicaps.

Can Mental Handicaps Be Prevented?

Mental handicaps stemming from certain causes can be prevented. Instances of chemical imbalance which will result in serious damage to the brain can now be overcome by special diet. Caesarian section lessens the hazards of brain injury due to overlong labor. When parent's blood types are known to be incompatible, immediate blood transfusions can be given the infant. Pregnant women can be vigilant to avoid exposure to the infections that may cause their children to be mentally handicapped. Through research now under way, it is hoped to break down the causes of Mental Handicaps more precisely and to develop means of eliminating and overcoming more of them.

What is Being Done About Mental Handicaps?

The lead in the campaign to help each mentally handicapped person develop to the height of his potential is being taken by the **National Association for Retarded Children.** It is composed of parents, friends, and others interested in fighting Mental Handicaps. The NARC Research Fund sponsors the projects and studies which, in concert with those being carried on by the Federal Government, it is hoped will unlock more of the means of preventing Mental Handicaps.

What is Needed to Fight Mental Handicaps?

The ten-point NARC program is based on the demonstrated fact that **Mentally Handicapped Children Can be Helped.** It includes community services as well as those to be provided by private resources. It calls for community clinics; home-visiting counselors and teachers; nursery classes; special schooling and training geared to the degree of handicap; vocational training centers and sheltered workshops for adults able to work; integration of the mentally handicapped in society, including placement in regular employment; protection and guardianship as required; community centers for the mentally handicapped; residence centers; research into the causes of Mental Handicaps.

YOU

"What the teacher is is more important than what she teaches."

—Dr. Karl Menninger

Your personal characteristics, attitudes, and general behavior are evaluated by the teachers in this department, your counselor, and in some cases by your previous teachers. We believe you have something to offer or you wouldn't have been accepted as an assistant. The following are suggestions based on previous years' experiences which we believe will help you be of maximum benefit to our students:

1. *Leave your personal problems outside the Special Education classroom.* Our students at times can be very sensitive to your feelings. If you are depressed for example, it often bothers them. Even more important, if your are wrapped up in some private worry, you will not be nearly so sensitive to the needs of your students.

2. *There was a great tendency on the part of the students to imitate the actions and attitudes of the assistants.* Periodically you will be assigned to work with a subject you do not particularly like. Do not show this dislike, because one or more of the students are bound to pick it up.
3. *Remember that the teacher will be working in other parts of the room or in adjoining rooms for extended periods of time.* If you have had a tendency to kid around a lot or have been too much "one of the gang," it will be difficult for some of the students to accept you as an authority in the room.
4. To a large segment of the Apollo Student Body, you will personify the Special Education program rather than our students themselves. Student body acceptance of our program is essential to the success of the classes. *You have a continuous public relations role to play.*
5. We found in past years that assistant enthusiasm grew very rapidly. A tendency arose to ask time off from other classes to do Special Education projects. Because of the faculty's interest in and good will toward the program, special concessions were usually granted. *Please make every effort not to abuse these kind feelings toward us.* This also applies to office staff, custodial staff, administration, etc.
6. *Be yourself around the Special Education students.* It is impossible to maintain an artificial exterior over any length of time. It's not good for you. It's not good for them.
7. Last but not least, *be careful not to overextend yourself.* Enthusiasm often leads us to volunteer for tasks when we really lack the time, or resources, or talent to accomplish them. In this line, don't ever hesitate to ask for help or reassignment if you find you have bitten **off more than you can chew.**

* * *

The following 18 items are memos from a hypothetical Special Education student to you. They are additional suggestions relating to your behavior and an introduction to the next section of the handbook—*Our Students.*

1. Don't spoil me. I know quite well that I ought not to have all I ask for. I'm only testing you.
2. Don't be afraid to be firm with me. I prefer it; it makes me feel more secure.
3. Don't let me form bad habits. I have to rely on you to detect them.
4. Don't make me feel younger than I am. It only makes me behave stupidly "big."
5. Don't correct me in front of others if you can help it. I'll take much more notice if you'll talk quietly with me in private.
6. Don't make me feel that my mistakes are sins. It upsets my sense of values.
7. Don't be too upset when I say "I hate you." It isn't you I hate but your power to thwart me.
8. Don't take too much notice of my small ailments. Sometimes they get me the attention I need.
9. Don't nag. If you do, I shall have to protect myself by appearing deaf.
10. Don't make rash promises. Remember that I feel badly let down when promises are broken.
11. Don't forget that I cannot explain myself as well as I should like. That is why I'm not always very accurate.
12. Don't tax my honesty too much. I am easily frightened into telling lies.
13. Don't be inconsistent. That completely confuses me and makes me lose faith in you.
14. Don't put me off when I ask questions. If you do, you will find that I stop asking.
15. Don't tell me my fears are silly. They are terribly real and you can do much to reassure me if you try to understand.
16. Don't ever suggest that you are perfect or infallible. It gives me too great a shock when I discover that you are neither.

17. Don't ever think that it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.
18. Don't forget that I can't thrive without lots of understanding love.

OUR STUDENTS

General Characteristics

Most of our students, you will find, look and act like other people. Casual observers last year found our classes indistinguishable from the others they visited. But our students, despite appearances, are different. The following might be said to be general characteristics.

Our students bring with them a history of failure. Failure not only within their peer group, but also in the eyes of their teachers and parents. To adjust to these failures and frustrating situations, many of these children become aggressive, or withdrawn, or regress to some more immature level of behavior. These conditions are defenses that the student needed, but they also are obstacles to his mental and social growth. One of our major tasks is to develop an atmosphere where these detrimental defenses are no longer needed. An atmosphere that is warm and friendly, supportive, mildly pressured, where praise and recognition are given for each gain or positive effort . . . in short, we must try to restore each child's self-respect.

Many have an egocentric attitude—they don't take into account as readily as other people, the points of view of those around them. This self-centered tendency can be understood more easily if you remember the mental age of the individual you are working with. If you have younger brothers or sisters you know how, in their minds, the world revolves about them.

Often in earlier grades, our students have been rejected and isolated by the normal children. This leads to the strong needs for security and belongingness. We do things "together."

YOU AND OUR STUDENTS

Some General Do's and Don'ts

The following are suggestions regarding your teaching relationships to our students:

1. Use positive rather than negative statements. Example: "Close the door gently," rather than "Don't slam the door!" We want to focus attention of the right rather than the wrong.
2. Be encouraging in your actions rather than discouraging. This sounds like number one but the idea bares repeating. You should observe and approve correct actions and disregard minor incorrect ones.
3. Use specific rather than general statements.
4. Be consistent in your requests.
5. Use substitute suggestions rather than negative commands. Again, this sounds like number one, but it is an important point. Many of our students cannot just stop doing something. But they can, however, do something else.
6. Use unhurried directions rather than hurried commands.
7. Don't talk too much. After a while there will be a tendency to disregard what you're saying.
8. Avoid anger in the classroom. Don't make threats.
9. Be calm and avoid issues with the students. This applies particularly to classroom conduct. Instead, discuss misconduct with the individual in private. This will avoid jeopardizing the class's respect for the offender, and won't focus attention on misbehavior.
10. Be very careful not to show any favoritism among the students. But make every effort to be impartial.

Instruction

In some classes you might present a lesson to the whole class. Much of the time, however, you will be instructing and interpreting studies for small groups of students who are at a similar level of

learning. These small homogeneous groups are the real key to our teaching program. You will find that there are very few subjects that can be taught to the whole class at once without either boring the brighter students or going over the heads of the lower students.

A second benefit derived from working in small groups is that it enables you to give individual attention to each person in your group. Alone, our attention would have to be split sixteen ways. With your help, we can give each person 1/3 of a teacher's time. The nature of our students' needs demand this kind of individual help.

On some day the teacher will take a small group himself and spend the entire period with them. At other times, the teacher won't have a group; and instead will sit with each group for a little time, listening to you and the students, and if needed, helping with the instruction. Generally our help is not needed.

A potential drawback in this approach is that inconsistencies may arise in our instruction methods and goals. For this reason the following general guidelines are offered, followed by more specific suggestions on how to teach each of the different subjects. These are not rigid rules which must be followed to the letter. Each teacher may differ in his or her methods. For the sake of consistency, however, please check with your teacher before making any major alterations. You may come upon a method to which we should all change.

Our subject matter must be:

1. An *integral part of the environment* as the students see it day by day.
2. *Simple* enough for our students to understand.
3. Tangible enough for them to appreciate.
4. Objective enough for them to utilize.
5. Of the kind that can be objectively explained with concrete materials.

Whenever possible you should use methods other than just talking to communicate your ideas—blackboard drawings, pictures, concrete items, etc. Also you will be more effective if you can involve your students in the lesson. For example . . . "Suppose Frank, you had only a quarter and wanted to buy a candy bar for Barry, and one for yourself. How much change would you get back at the snack bar?"

When working with a group, ask your question first, then say who's to answer. This keeps everyone on his toes and thinking about the question since you might call on them.

Another thing to remember is not to turn your back to your group when working at the board. Stand sideways and write kind of backhanded.

Many times last year students would ask for more homework. You should use homework to reinforce your group's studies. Remember, however, that *homework should be short, directly related to your lessons, and within the capacity of your group.* This year we have a large quantity of dittoed homework material with which you should become familiar. We think this material will be a great time and work saver for us all.

GUIDELINES FOR STUDENT VOLUNTEERS ASSISTING CLASSROOM TEACHERS

Teamwork

You will be a member of the school team. It will be important for you to work with the person from whom you are asked to get your information. Information about the child you will tutor will come from his teacher. If the school decides that you should work with someone other than the teacher, be sure to follow school instructions and work closely with that person.

Confidential Information

When you talk over children's needs with their teacher, or see personal information in the records such as test scores and report cards, remember that this information is not to be talked about outside the school. It is very important not to gossip about students, their homes, or the school. As a member of a professional team you will begin to see why this would be most unfair to the family, the student, and your school team.

School Standards

Most schools have established standards for such things as dress, punctuality, absences, and schedules. If the standards are not explained before you begin tutoring, ask that they be explained. Do what most of the teachers do. If you have any problem, talk it over with the person for whom you are working.

Find out exactly what the rules are for students. Misconduct by students should be reported to the teacher or supervisor in charge who will handle the discipline problems.

Personal Relationships

Suppose you were tutoring students of several teachers. These teachers will have different ways of doing things. You will have to make every effort to *adjust to the way the child's teacher works.* Always remember that you can't possibly make mistakes when you manage to *just be yourself.* Work with people in a friendly but serious way. If for any reason you cannot seem to get along with either students or co-workers, discuss the problem with your supervisor. Ask for a change of assignment if no improvement takes place.

* * *

GENERAL PRINCIPLES OF SUCCESSFUL TUTORING

There are some things you have to be able to do in order to be a successful tutor:

1. Get to know and like the child.
2. Try to find out what interests him.
3. Be sure he succeeds, since if he succeeds he will feel good about himself.

Getting Along with the Child

Be yourself—it will take time and patience for you both to feel comfortable and friendly. Remember, fun and laughter help.

Suggestions

1. What a person is called is very important to him. Make sure you say his name the way he wants it said.
2. Make sure your student knows your name. Write it, along with your address and telephone number, on a card for him to carry with him.
3. Show your student that you are interested in him as a person. Ask him about himself:

What does he like to do?
Who are his friends?
What is his family like?
What are his hopes and dreams?

4. Try not to be absent or late for tutoring sessions. Let the student know if you can't be there. He will be watching closely to see whether or not you show up every time.
5. A few minutes of easy talk is a good way to begin. Listen to what the child has to say. Pay attention to him.
6. If possible, invite your child to go with you on trips or errands outside the school. Make this child your special friend.

Finding Out What Interests the Child

1. If the child likes you, his desire to please you will help him to learn.
2. Children like to do what interests them. Because you will be working with only one child at a time, you can work with things that really interest him.
3. How do you find out what interests him?
   a. Talk to him, listen to him.
   b. Show him pictures and let him pick out the one he likes best and tell you about it.
   c. Line up a few simple toys and let him choose the one he likes best to tell you about.
   d. Begin a story and let him finish it. He can think of an ending to tell you.
   e. If he brings something to you, show interest in it and let him tell you about it. (It might be a bug, a rock, a piece of glass, etc.)
   f. Children like a pat on the back or a hug. Other rewards might be a star on a chart or a piece of candy, a chance to do something special or a prize. These rewards should be given, but only when children know that they really did succeed in doing a lesson well. If you are a good tutor they will succeed in every lesson and will deserve a reward. The prizes could be saved for extra effort and especially good work.

Making Sure the Child Succeeds

Even something as simple as having the child repeat a word after you have said it to him gives him a feeling of success. Here are some steps for making sure he succeeds:

Step 1—Begin by asking the child to do something you feel sure he can do.

Step 2—Praise the child for his success. Let him know you expected him to succeed by saying: "I knew you could do it."

Step 3—Move to the next lesson. Make sure it is only a very small move. Do something that is not much harder than the first step.

Step 4—If the child does that well, praise him and move on. If not, try something easier. If, for example, you had showed the child the word "there" and he reads it as "that," you say "there" (without telling him he was wrong) and then ask him to repeat it. When the child says "there," praise him and move on.

Step 5—Always end the tutoring time with praise or a special reward.

Helping the Child Feel Good About Himself

If a child thinks that he cannot learn school subjects he probably won't learn them. Many children come to school with the idea that they are "dumb" and can't learn. It is hard for a teacher to give the one-to-one attention needed to change this idea.

Psychologists and sociologists tell us that the ideas a person has about himself depend on what he sees and hears about himself from others. Children begin to "be" what they think other people think of them. If a child is told he is "dumb" or "slow" or that "he never gets anything right" he will begin

to think of himself as a stupid person who cannot learn. As a result, he may not learn.

Your job as a tutor is very important. You must try to show that you think the child can learn and that he is a good learner. A warm, friendly feeling between you will say that you know the child is an important and worthwhile person. When you allow a child to succeed you are showing your faith in his ability. When you praise the child for his work and give him small rewards, you are showing him that he can do well in school.

TUTORING TIPS

You will find that many of these tips have been mentioned before in this handbook. The purpose of this section is to present a complete set of tutor tips, and the repetition is intentional.

Tutoring Tips—General

1. Meet the student in a relaxed, friendly manner.
2. Learn his name and pronounce it correctly.
3. Let the student know you are truly interested in him by asking about him—his interests, friends, and problems.
4. Keep your schedule. If you cannot meet with the student at the regular time, be sure to let him know.
5. Give the student your full attention. Listen to what he has to say.
6. See the student's teacher regularly to get instructions on the lessons to be taught.
7. Let the student know you are human, too. Don't be afraid to make mistakes.
8. Learn school rules and follow them.
9. Set an example for the student by being courteous and respectful.
10. Be prepared; have all materials ready. The student will think if you're not prepared, you're not interested.
11. Keep the lesson moving. When you notice the student losing interest, change activities.
12. Build the student's self-confidence. Let him know you expect him to do well.
13. Ask for help when you meet a problem you are not sure you can handle.
14. Be patient. Progress may seem slow. After a few months you'll notice some gain.

Tutoring Tips—Reading

1. Begin at a level where the student can succeed. Move to more difficult tasks in gradual steps.
2. Give rewards for success. Praise is usually enough but once in a while something special can be given.
3. Build the lesson around the student's interests.
4. Remember that reading means understanding (comprehension).
5. If the student doesn't know the answer, make sure he has time to think, but give the answer before he feels uncomfortable.
6. Help the student to learn new words and to use them in his speaking and writing. Sometimes you can ask the student to carry no more than five or ten 3 × 5 cards in his pocket to practice reading while waiting—with his mother, for a bus, for an appointment, for any reason. Each card should have one new word printed on one side, and the definition of the word printed on the other side. When the student begins to find himself using the words in conversation and writing, he can throw away the 3 × 5 card and get a new word in its place.
7. Help the student find books that interest him and that he can read by himself.
8. Read stories to him about subjects that interest him.
9. Keep a record or chart so that the student can see his own progress.
10. Let the student dictate a story to you from his own experience and use that for reading instruction.
11. Show him that reading is fun, for enjoying reading is as important as knowing how to read.

12. Try to make your own tutoring materials; those are often the best, and they also show your interest.
13. Try games; they have a particular appeal to learners.
14. The student needs to learn to be a careful listener. Be sure to have "listening" skills in the program.
15. Whenever possible, plan for the child to move around during the reading lesson.
16. Seeing words, tracing them with the index finger of the hand he writes with, saying words out loud, hearing words said—all these things help a child learn to read.
17. Use a variety of materials to teach reading—books, magazines, newspapers, signs, labels, catalogues, etc.
18. A child builds his understanding of printed words by doing things, going places, seeing and hearing things, touching and tasting, moving about through space, interacting with other people (adults and children) and reading their responses of joy, sadness, anger, fear, etc.
19. It is true that the tutor's interest and enthusiasm may be the single most important part of success in learning.

SAMPLE OF LOCAL SCHOOL BILINGUAL AIDE GUIDELINES

FOR TEACHERS OF MEXICAN-AMERICAN CHILDREN

1. Know the child's name. Be sure that you pronounce it correctly.
2. Know his family. You can come to know him only by going to his home. Remember a family unit may include grandfather, grandmother, godfather, aunt, uncle, cousins, etc.
3. Accept him as he is.
4. Make him feel that he belongs. Let him share in room activities. Let him know that he is wanted and that you are sharing his pleasure.
5. Be complimentary often. Remember that he comes from a group that is very lavish with compliments.
6. Encourage honesty and cleanliness.
7. Be gentle with this child. Do not try to rush or push.
8. Build up his culture and his religion. He comes from a group which loves beauty and has put beauty into pictures, poetry, music, and literature.
9. Build up his respect for his heritage. You have much to tell him of his forefathers.
10. Above all this, love this child.

Bilingual Program

The Bilingual Program is coordinated with other programs such as Head Start and Home-and-Family-Life classes which not only teach language but help the child develop in the social adjustments of his bi-culture.

The progress and success of the program to date has been confirmed by visitations of evaluators from the State Department of Education and the U.S. Office of Education. It is hoped that in the future the Bilingual project will expand to other grade levels to provide a continuity of successful learning experiences for these bilingual children.

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SOME CHARACTERISTICS OF CHILDREN WHO HAVE PROBLEMS LEARNING TO READ

The children who will be in the tutoring program will be the ones who have problems learning to read. Knowing some of the reasons why he may be having trouble will help you to work with your child. Not all of these characteristics will apply to all children, but your child may have one or more of them. Remember, though, that it is possible for children to have reading difficulties without showing any of these characteristics.

Often these children have:

1. *Differences in Language.* Reading written words depends on a whole set of language skills which the child learns from his home, his family and his friends before he ever comes to school. Very few families ever talk to each other in the kind of words and sentences the children are expected to read in most basic readers. Most mothers do not really shout "Run, Spot, Run!" So the differences between the words and sentences the child knows how to use in his everyday talk and the ones he is expected to read may be a big problem for him.
2. *A Poor Opinion of Themselves.* Lots of children who have reading problems have ever told over and over again that they are stupid and that they cannot do things right. Time and time again, the best job they were able to do has not been good enough to make the person for whom they were working happy. Pretty soon, they begin to believe that they really cannot do anything right. We all have days like this. Imagine how discouraging it would be to feel that way all the time! Very often, if a child does not do very well in school to start with, he decides he is hopelessly dumb, gets depressed, quits trying, and drops further and further behind his class.

3. *Nothing in Common with School.* Many children who do not do well at school have nothing in common with their schools. This affects them in two main ways. First, the world they are asked to read about in their textbooks seems very far away from the world they experience outside the classroom. If they have never seen a cow, a story about a farm will not have much meaning for them. Or, if they come from the country, a story about a factory in a big city will be hard to understand. Second, the things that they are asked to do in school seem to them to have no place in their "real" lives. They may look at reading as "square" and wonder if reading can ever be of any use to them. Unfortunately, they have probably heard school put down as stupid and time-wasting, and they may think of it as just another way the grownups and the cops and the government try to run their lives.
4. *A Need for a Pay-Off Now.* One of the most powerful tools the school used with children is the grading system. A child who has never had good grades or much praise from his teacher may have a difficult time understanding why he should put aside something that is fun right now in favor of something that might be nice sometime later. Many of the children with whom you will be working will feel that if something does not "pay off" right now, it will not pay off at all.
5. *Emotional Problems.* Many children who have learning problems also have emotional problems. Perhaps their parents argue a lot; or perhaps they do not live together. Maybe the child is sure that no one loves him. A child who has moved often and gone to many different schools may suffer, too. Problems of this kind often interfere with reading.

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MAJOR AREAS OF READING SKILLS

Reading is a complicated activity made up of many parts. The following descriptions will tell you about some of these parts. The child with whom you will be working will probably have trouble in some or all of these areas, so you will have to be familiar with how to help him in each one.

Comprehension

One way to define reading is to say that it is bringing meaning to printed symbols. The child can say what the passage is about, he can find the facts and opinions in it, he thinks about it, and he can decide whether or not he agrees with it. He understands what he has read.

Decoding

Children need to know what sounds (phonics) are indicated by printed symbols (graphics) they see, such as:

1. Letters of the alphabet.
   There are two kinds of letters:
   a. The vowels are the letters, a, e, i, o, and u.
   b. The consonants are all the others like b, c, d, f, g, h, etc.
2. Combinations of letters which are sounded together, like th, ch, sh.
3. Letters put together into syllables, like -cog, -por-, -lab-.
4. Prefixes—groups of letters added to the beginning of a word which change the meaning of the word. Some of these are un- (unfortunate), in- (intemperate), re- (recharge).
5. Suffixes—groups of letters added to the end of a word which change its meaning. For example -ing (snowing), -ed (looked), -able (laughable).
6. Whole words, like man, fan, cat, sat, mat. This skill is called decoding by some experts. Reading teachers usually refer to it as word recognition skills.

Study Skills

Ideally, reading must become a tool the child uses to help him find out what he wants and needs to know. So a part of teaching him to read is showing him how to use his ability as a tool. He must learn about the dictionary, and how to find information in the encyclopedia. He must learn how to report information he has gathered in a logical outline. He must learn how to read diagrams, graphs, and maps.

Reading in the Content Areas

The new reader must learn how to read and appreciate all sorts of material ranging from a storybook to a science text. So he must be provided with techniques for reading all these different types of materials. He will need to be able to appreciate meter, rhyme, and figures of speech in order to appreciate poetry. His study of science will register quick and accurate grasp of facts and formulas.

Motivation

Teachers care not only about how well a child can read but how much he does read. A child who won't read is not much better off than a child who can't read. You can help the child by increasing his curiosity. If he wonders about something that he has experienced or heard about, or seen on TV, help him to find his own answers. This may lead him to read on his own and to read many different materials.

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AGENCY CHOICE LIST

From the complete agency list, list the agencies you intend to visit below:

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